DOCUMENT RESUME

ED 049 871 32 RC 005 246

TITLE An Administrative Guide for Programs for the Education of Migrant Children.
INSTITUTION Texas Education Agency, Austin.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
PUB DATE 70
NOTE 41p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Administrator Guides, Ancillary Services, Curriculum Enrichment, Educational Philosophy, Guidelines, Inservice Teacher Education, Interpersonal Relationship, *Migrant Education, Parent Participation, *Planning, *Preschool Education, Program Evaluation, Recordkeeping, *State Programs, Supplementary Educational Centers, Teacher Aides
IDENTIFIERS *Texas

ABSTRACT

In the Texas Education Agency's administrative guide for programs involving the education of migrant children, various topics of interest to migrant educators are discussed in relation to the Texas Child Migrant Program: stated philosophies of, and guidelines for, migrant education, instructional programs, and preschool programs; different program structures; preparation and planning for preschool teachers and aides; ancillary services; parental education; use of educational service center consultants; inservice training; program monitoring; evaluation; secondary programs; the Migrant Record Transfer System; and use of various administrative forms. Samples of administrative forms are appended. (AL)

ED049871

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

AN ADMINISTRATIVE GUIDE

FOR

PROGRAMS FOR THE EDUCATION

OF

MIGRANT CHILDREN

Migrant and Preschool Programs

Texas Education Agency

Austin, Texas

Fall 1970

RC 005246

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964

DISCRIMINATION PROHIBITED -- Title VI of the Civil Rights Act States:

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Title I, migrant education program of the Elementary and Secondary Education Act of 1965, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law, and with the rules, regulation and orders thereunder issued by the Secretary and signed by the President published in 45 CFR Part 80 to implement it.

CONTENTS

Civil Rights Compliance ii
Definition of a Migrant Child iv
Philosophy of Migrant Education 1
Philosophy of the Instructional Program 2
Guidelines for the Texas Child Migrant Program 3
General Preschool Guidelines 8
Migrant Preschool Program 9
Program Operation - Districts Participating in Seven Month Program ... 11
Program Operation - Districts Participating in the Enrichment Program 13
Philosophy of the Preschool Migrant Program 14
Preparations and Planning for Preschool Teachers and Aides 15
Non-Graded Programs 17
Seven Month School Program 18
Enrichment Programs 19
Enrichment Programs - Junior High 22
Ancillary Services 23
Parental Education 24
Region Education Service Center Consultants 26
Suggestions for an In-Service Training Program 28
Program Monitoring 29
Evaluation Plan 30
Secondary Programs 32
Migrant Record Transfer System 32
Eligibility Forms 34
Parent Permission Forms 34
Application for Ancillary Services 36

THE DEFINITION OF A MIGRANT CHILD

United States Office of Education

"A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

This is the only definition which can be used when placing children in migrant programs. Such criteria as late entry and achievement tests are meaningless unless the student meets the above definition.

PHILOSOPHY OF MIGRANT EDUCATION

The Texas Child Migrant Program is based on the belief that the purpose of our school system is to provide educational opportunities for all children; opportunities that will enable each child to function creatively and usefully in dignity and freedom. Each individual has the potential for useful contribution to society and the right to a meaningful educational program that will make provision for his academic, social, physical, and psychological development. Much of the child's success in such a broad and comprehensive program is dependent on the attitudes of parents, educators, and community.

As a result of his mobility and his difficulties in the use of English as a second language, the migrant child has need for special help. The Texas Child Migrant Program is committed to the philosophical principles which provide the basis for:

- a program that will help the migrant realize his highest potential, creatively and usefully
- a program that will enable him to take his place in the mainstream of the educational program as soon as he is equipped to function successfully there
- a program that will keep doors of opportunity open for the migrant child, that will not force him through a door he chooses not to enter, but will assure him an opportunity for fulfillment beyond the door of his choice.

PHILOSOPHY OF THE INSTRUCTIONAL PROGRAM

The Texas Child Migrant Program came into being because the regular school program was not meeting the special needs of the migrant child. Therefore, certain desirable changes should take place in the classroom and in administrative policies.

The proposal for effective change in the instructional program is based on the following beliefs:

- Strengths as well as weaknesses of the migrant child must be considered.
- An atmosphere of warmth and acceptance must be created not only in the classroom but in the school.
- Learning experiences in school must be related to the child's cultural heritage and to his experiences at home and during periods of migration.
- Adequate provision must be made for development of communication skills, assuring an acceptable fluency in oral English before beginning instruction in reading English.
- Meaningful learning experiences must be provided for the socially promoted child, experiences appropriate for his chronological age and for his achievement level.
- Techniques of teaching English as a second language and techniques of bilingual instruction should be used as an integral part of the curriculum since ninety-five percent of the Texas-based migrant children speak Spanish as their first language.

GUIDELINES FOR THE TEXAS CHILD MIGRANT PROGRAM

ALLOCATION OF FUNDS

School districts are allocated funds on the number of migrant children to be served in Supplementary Educational Programs. If the number being served is not commensurate with the number allocated, funds will be adjusted accordingly. Funds are allocated only for those migrant children in the school district who are enrolled in a Supplementary Educational Program.

AMENDMENTS

Any project changes approved by a letter from Texas Education Agency must be reflected in subsequent project amendments.

CLASS ORGANIZATION

Teacher-pupil ratio should be kept as low as possible. At no time should this ratio exceed 1-30. In the enrichment structures, the ratio in Supplementary Educational Programs should not exceed 1-15. In enrichment structures where a combination of Title I migrant funds teachers and Minimum Foundation Program CTU's are used on a self-contained basis, the teacher-pupil ratio should not exceed 1-22.

CLASSROOM TEACHING UNITS - MINIMUM FOUNDATION PROGRAM

Seven Month Program: All CTU's earned by average daily attendance of migrant children in the program must be used to teach migrant children.

Enrichment Program: Those school districts that select Enrichment Structure - Separate Migrant Classrooms Non-Graded and employ classroom teachers with Title I Migrant funds must use Minimum Foundation CTU's earned by migrant children in this program to teach on the same basis as the teachers provided with Migrant funds.

CLOTHING SERVICES

A basis for the allocation of clothing is to be on the need of a child. Clothing purchased should be that which will allow a child to be adequately dressed when he attends school and can include shoes, socks, underclothing, pants, shirts, sweaters, coats, and caps.

COMMUNITY COMMITTEES

It is recommended that the Local Education Agency establish broad-based committees composed of migrants, representatives of church, civic and social agencies concerned with migrants or the children or migrants. These committees would serve to advise, assist and/or augment the development of Title I Migrant Amendment Programs.

DEFINITION OF SUPPLEMENTARY EDUCATIONAL PROGRAMS

Supplementary Educational Programs are instructional type activities, provided by a professional staff member, that are supplemental to the regular

program. These services are designed to eliminate the educational weaknesses of migrant children. They may be provided during the day by special teachers and/or after the regular school day by special teachers or by regular teachers who are paid with state or local funds and who are employed after school to provide special instructional activities. Participation in only the regular school day program does not constitute a Supplementary Educational Program, even though teacher aides employed with Migrant Funds may be present in a classroom that is composed predominately of migrant children.

ENRICHMENT PROGRAM

All schools participating in the Enrichment Program must operate one of the suggested types of programs. Approval to deviate from one of these types of programs must be obtained from Texas Education Agency. (See section on Enrichment Program.)

EVALUATION OF PROJECT

An annual evaluation report according to State Guidelines will be made by each participating district. This includes annual pre and post testing of migrant students and of control students if desired by the district with a standardized test. Evaluation is the responsibility of the Local Education Agencies.

FISCAL

Expenditures for equipment should be held as low as possible and must be justified as being necessary for operation of the approved migrant program.

All funds approved under this grant shall be expended only for children identified as migrants.

Services and/or expenditures shall not be incurred before September 1, 1970, or before approval date of the original application by the Texas Education Agency, whichever is later. Subsequent services, encumbrances and/or expenditures dependent on an amendment shall not be made before the approval date of the amendment by the Texas Education Agency.

Expenditures for salaries shall not be made before the recipient has actually begun to work in the program.

Inventories must be maintained for all equipment purchased with Title I Migrant Amendment funds and this equipment must be marked "TI-P.L. 89-10 (Migrant)", or marked "TI-P.L. 89-10 (Migrant-P)" for items purchased with Migrant Preschool funds.

Verbal approvals for changes in the project should not be accepted. Only a letter from the Texas Education Agency will be valid.

Only those items approved in the application may be purchased. This is especially true of equipment. If changes are desired, they must be requested through an amendment or by a letter, then authorized by the Texas Education Agency.

Obligations incurred by the Local Education Agency for migrant programs

must be liquidated by June 30 of the year following the fiscal year in which the project was approved.

FOOD SERVICES

All migrant students participating in a Supplementary Educational Program identified as needing food services should be provided a free noon meal. A morning and afternoon snack should be provided also, where needed.

In most instances, a student should not be placed on the free lunch program or the free clothing list without first interviewing a parent in order to determine need. This interview should be conducted by the visiting teacher, classroom teacher, home-school liaison personnel, or school nurse, and should take place in the home of the parent.

IN-SERVICE

All school districts should conduct continuing in-service training for personnel in the Migrant Program. This could be accomplished by the use of master teachers within the school system, master teachers from other school systems, instructional supervisors, outside consultants, Regional Educational Service Center consultants, and Texas Education Agency consultants.

INSTRUCTIONAL MATERIALS

Instructional materials, supplies, and equipment should be ordered and placed in classrooms in ample time to provide maximum use during the school year.

Classroom teachers should be involved in the selection of instructional materials, consumable materials, and equipment. This usually results in more effective use of these materials and equipment.

Materials and activities should be suited to the achievement and developmental level of the child. Grade placement by age does not necessarily mean that the grade level and achievement level are the same.

INSTRUCTIONAL PROGRAM

The development of the instructional program for migrant children is the responsibility of the Local Education Agency. Texas Education Agency and Education Service Center personnel are available on request to provide professional and technical assistance to Local Education Agencies in planning, implementing and operating programs.

LENGTH OF PROJECT

The Seven-Month program shall begin on or about October 19 and end on or about May 15, and must include 135 days of classroom instruction. Ten additional days of teacher planning and in-service must also be scheduled. A minimum of eight hundred four (804) actual instructional hours for primary grades and one thousand eighty (1,080) actual instructional hours for intermediate grades must be provided.

MEDICAL SERVICES

Health examinations and follow-up services must be an integral part of any migrant program. Each child new to the project shall be given a complete physical examination by a physician, not just a "screening" test by the school nurse.

All children showing need should be provided medical services by doctors and dentists in order to correct physical inadequacies.

Efforts should be made to provide follow-up services for all medical and dental deficiencies, i.e. tonsillectomy, tooth fillings, etc.

MULTIPLE ADOPTION OF TEXTBOOKS

Only Seven-Month Programs operating under the peak load formula are eligible for special multiple adoption of textbooks under the migrant program. However, all schools are eligible for the multiple adoption of textbooks as provided by the regular textbook adoption program.

PARENTAL EDUCATION

Many varied activities aimed toward parental education and school-home rapport should be developed and implemented. This can be done through home visitation by visiting teachers, home-school liaison personnel, school nurses, and classroom teachers. Efforts to bring parents to school for functions such as plays, public school week, serving as room mothers, P.T.A., and other activities should be made.

PARENTAL PERMISSION

A Parental Permission Form signed by a parent or guardian must be on file for <u>each</u> student participating in the Migrant Program. This form will give the school the parents' permission for their child to participate in the Migrant Program. An example of this form is on pages 34 and 35.

PLANT FACILITIES

Facilities used by migrant children should be at least equal to other facilities within the district.

Maintenance and operation of the school plant during the regular school day is a local responsibility and such expenses would be incurred were there no Title I Migrant funds available. Therefore, funds from these accounts will not be approved unless it is clearly demonstrated that the Child Migrant Program has caused excess expenditures for operation and maintenance of plant that otherwise would not have been incurred (i.e. preschool classrooms or extended day.)

PRESCHOOL

Regular program funds may be used for preschool operation, but preschool funds may not be expended for regular program operation.

PROJECT DESIGN

Projects must be designed to meet the special educational needs of migratory children, including the basic needs of food, clothing, health, and transportation to and from school where necessary. The Child Migrant Program is a total comprehensive program and all children in the program must receive a Supplementary Educational Program as well as ancillary services when needed.

PUPIL ACCOUNTING

All schools must have on file auditable data (eligibility forms) which will identify a child as a migrant according to the definition provided by the United States Office of Education. An example of this form is on pages 34 and 35.

TEACHER-AIDES

The salary rate of $3,000 for teacher aides will be earned only if they are employed for the full 190 day term. Payment to teacher aides employed for less than the full term may be computed on the same hourly rate as the aide employed for the full term. (i.e. $3,000 divided by the total hours worked during the year (hours in minimum foundation day x 190) will give the hourly rate.)

Time should be scheduled to allow teacher-aide conferences. This will allow maximum coordination and utilization of both the teacher and the aide.

Staff development programs will be organized to provide joint participation of education aides and the professional staff whom they are assisting.

TITLE I REGULAR AND LOCAL FUNDS

The Migrant Program, as operated in the Local School District, is not intended to be operated only from Title I Migrant funds. All migrant children are eligible to be served under Regular Title I funds if attending an eligible campus. All migrant programs should show evidence of Regular Title I and Local School District fund support. This should not be "In-Kind" contributions, but actual assignment of funds to the Migrant Program. Title I Migrant funds are to supplement, not to supplant, local and state funds. There are various expenditures that the school district must incur (i.e. operation of school plant.) Such expenditures should not be replaced with Title I Migrant funds.

TRANSFER OF PUPIL RECORDS

Participation in the transfer of pupil records as part of the National Migrant Record Transfer System is an obligation of schools participating in the Texas Child Migrant Program.

TRANSPORTATION

State funds for transportation of migrant children will not be made available without the approval of the School Transportation Section, Texas Education Agency. This applies only to the Seven-Month Program.

Field trips to be paid from Title I ESEA Migrant funds should be computed on the following basis: bus driver's salary plus 35¢ per mile for use of bus.

State Transportation funds shall not be used in the transportation of ineligible Minimum Foundation Program preschool migrant children.

GENERAL PRESCHOOL GUIDELINES

ACCOUNTABILITY

Each district must maintain separate accountability for migrant preschool funds. This should be reflected in the accounting procedures to assure that those funds are expended only on migrant preschool children.

ELIGIBLE STUDENTS

The Project is limited to migrant children who are at least 5 years of age and under 6 years of age as of September 1, 1970.

ELIGIBILITY AND PARENTAL PERMISSION FORMS

Eligibility and parental permission forms must be on file for every migrant child in the program.

PURPOSE OF PRESCHOOL PROGRAM

The purpose of the program is to provide experiences in perception, in concept development and in the use of oral English. The purpose is to prepare the children for entry into first grade and not primarily to offer a reading readiness program.

RECRUITMENT OF STUDENTS

Inasmuch as five (5) year old children in the past have not normally attended school, an extensive publicity and recruiting campaign should be conducted. This can be accomplished best through use of news media and by home visitations.

TRANSPORTATION

Ineligible Minimum Foundation Program preschool children having need should be provided transportation to and from classes even though they may reside less than two (2) miles from school. All preschool children residing two (2) or more miles from classes must be provided free transportation.

MIGRANT PRESCHOOL PROGRAM

Structure A. This structure for operating the Migrant Preschool Program will be utilized only by the twenty (20) districts participating in the Seven Month School Program. The basic operation of the Preschool Program remains unchanged. The primary difference from previous years operation is that salaries of classroom teacher units earned by eligible migrant children will be paid from Minimum Foundation Program funds. School districts will operate the total number of migrant preschool units that were previously allocated.

An amount will be funded for each unit (based on 25 students per unit.) This basic amount is:

Food Services	$ 1,200
Health Services	250
Clothing	250
Materials	500
Miscellaneous	250
Teacher Aide	3,000
Transportation	500
Teacher Salary (Based on 1971 state averages)	7,400
	$13,350

Minimum Foundation Program kindergarten classroom teacher units are earned on the basis of dividing such average daily attendance by the regular formula divisor used in determining total classroom teacher units for the district. In most districts involved in the Migrant Program, the divisor would be twenty-five (25). The first classroom teacher unit is based on twenty-five average daily attendance and thereafter the major fraction factor will apply. The unit basis of operation will have no bearing on the earning of Minimum Foundation Program classroom teacher units. The computation of Minimum Foundation Program classroom teacher units earned by the program will be based on the total number of eligible participating children. The classroom teacher units earned through the Minimum Foundation Program will be paid from that source, and the excess teachers in the program will be paid from ESEA Title I Migrant funds.

At the end of the school year, each school district operating a migrant preschool program will submit reports on its eligible average daily attendance and classroom teacher units earned under the Minimum Foundation Program. The required Minimum Foundation Program reports will be submitted to the Division of Finance and a supplementary report will be submitted to the Migrant and Preschool Programs office. Title I Migrant budgets will be adjusted based on these reports.

The district may select to operate the program on the 145 day term schedule, which includes 135 days of instruction, or on

the 190 day term schedule, which includes 180 days of instruction. If the preschool program is operated on the seven month program, the peak load formula of computing average daily attendance may be used. If the regular school day 190 day term program is operated, then the regular method of computing average daily attendance will be used. Even though the program will be operated for all migrant children from five years through five years eleven months of age, only those children five years and five months through five years and eleven months of age as of September 1, 1970, will be counted for average daily attendance purposes in Minimum Foundation Program funding.

Minimum Foundation Program teacher aides earned in the Migrant Preschool Program should be used in the Program. This will avoid the possibility of the question of supplanting state and local funds with Title I Migrant funds being raised.

Structure B. This structure for operating the Migrant Preschool Program will be utilized only by the school districts participating in the Enrichment phase of the Texas Child Migrant Program. All migrant kindergarten children, regardless of their eligibility for the Minimum Foundation Program, are integrated into the regular program operation of the district. This will allow eligible and ineligible Minimum Foundation Program migrant children to be located in classes with non-migrant children and these classes can be taught by either Minimum Foundation Program or ESEA Title I Migrant teachers.

Minimum Foundation Program kindergarten classroom teacher units are earned on the basis of dividing such average daily attendance by the regular formula divisor used in determining total classroom teacher units for the district. In most districts involved in the Migrant Program, the divisor would be twenty-five (25). The first classroom teacher unit is based on twenty-five average daily attendance and thereafter the major fraction will apply. The earned teachers must be used with preschool children and additional teachers may be funded from ESEA Title I Migrant. The number of additional Title I Migrant teachers approved will be based on the individual school district's program design for the ineligible Minimum Foundation Program migrant children participating.

An allocation of $350 per migrant child, regardless of whether he is eligible or not for the Minimum Foundation Program, will be made for the purpose of providing materials, teacher aides, food, clothing, health, and teacher salaries not funded by the Minimum Foundation Program.

Minimum Foundation Program aides earned in the Migrant Preschool Program should be used in the Program. This will avoid the possibility of the question of supplanting state and local funds with Title I Migrant funds being raised.

PROGRAM OPERATION – DISTRICTS PARTICIPATING IN SEVEN MONTH PROGRAM

This basis for the operation of the Migrant Preschool Program will be used only by the 20 school districts participating in the Seven Month School Program. The total number of previously allocated units will be operated under this structure with the combination of Minimum Foundation Program funds and ESEA Title I Migrant funds.

BASIC ALLOCATION

The basic funding level per unit is $13,350. This funding level times the number of allocated units will be computed. The number of Minimum Foundation Program classroom teacher units estimated to be earned by eligible migrant children will then be determined by Texas Education Agency and the average annual salary for that number of teachers will be reduced from the total. This will provide a tentative grant for the district to operate the program.

COMPOSITION OF A UNIT

Each unit will contain a maximum of twenty-eight (28) identified migrant children. The Project is limited to migrant children who are at least 5 years of age and under 6 years of age as of September 1, 1970. These children will participate on the same basis regardless of the eligibility for the Minimum Foundation Program.

COMPUTATION OF MINIMUM FOUNDATION PROGRAM CLASSROOM TEACHER UNITS

Minimum Foundation Program kindergarten classroom teacher units are earned on the basis of dividing such average daily attendance by the regular formula divisor used in determining total classroom teacher units for the district. In most districts involved in the Migrant Program, the divisor would be twenty-five (25). The first classroom teacher unit is based on twenty-five average daily attendance and thereafter the major fraction factor will apply.

DUTIES OF TEACHERS AND AIDES

During the time that preschool teachers and aides are not teaching they should be engaged in duties as outlined in the section of the Administrative Guidelines titled "Preparation and Planning for Preschool Teachers and Aides."

FACILITIES

The program must be operated in the buildings previously constructed by ESEA Title I Migrant funds.

FOOD SERVICES

Every child in this program must receive a free hot lunch and at least one snack every day.

LENGTH OF PROGRAM

Teachers will be paid on the local district salary schedule and may be employed either on the 190 day term program or on the 145 day term program. Districts with multiple units may select one or both instructional terms for operation of the units. If districts select the 190 day program, average daily attendance will be computed by the normal methods and procedures. If districts select the 145 day program, average daily attendance will be computed on the peak load formula basis.

If the program is operated on the 190 day term, the school day will coincide with the primary grade level schedule, usually from 8:30 a.m. to 2:30 p.m. If the program is operated for the 145 day term, the school day will coincide with the primary grade level schedule, usually from 8:00 a.m. to 3:00 p.m.

PROGRAM OPERATION

If the 190 day term is selected for the program, instruction in classrooms will begin as per the regular school calendar, regardless of the available children. There is no minimum number of children for instruction to begin.

If the 145 day term is selected, children should be available.

REPORTING

At the termination of the program, each district will submit reports on its eligible average daily attendance and classroom teacher units earned under the Minimum Foundation Program. The required Minimum Foundation Program reports will be submitted to the Division of Finance and a supplementary report will be submitted to the Migrant and Preschool Programs office. Should this report indicate a variance from the original estimate of earned classroom teacher units, allocations will be adjusted.

Example
4 Preschool Units

Basic Allocation - 4 units @ $13,350 per unit		$53,400
Estimated earned Minimum Foundation Program CTU's 2 @ $7,400		14,800
		$38,600
Tentative Allocation:		
Total Program ADA	90	
Eligible Minimum Foundation Program ADA	51	
Earned Minimum Foundation Program CTU's	2	

Personnel reported for Minimum Foundation Program funding

Name	Position	Allocated Salary
Mrs. A.	Migrant Preschool	$7,400
Mrs. B.	Migrant Preschool	7,400

Adjustment from estimated earned CTU's to actual earned CTU's	(+,-)-0-@	-0-
		$38,600

TEACHER AIDES

The salary rate of $3,000 for teacher aides will be earned only if they are employed for the full ten month, 190 day term.

One teacher aide, either Minimum Foundation Program or Title I Migrant, must be assigned with each migrant preschool unit.

UNFILLED UNITS

Non-migrants may be enrolled only after the peak enrollment date is past. This date for most school districts will fall after January 1. Written permission must be obtained from Texas Education Agency to enroll non-migrants. If late arriving migrant children wish to enroll and classes are operating at a maximum pupil load, the migrant child shall be enrolled in place of the non-migrant child.

UTILIZATION OF MINIMUM FOUNDATION PROGRAM CLASSROOM TEACHER UNITS

Minimum Foundation Program classroom teacher units earned by migrant children in the program must be utilized in the Migrant Preschool Program and be placed in the units.

PROGRAM OPERATION -- DISTRICTS PARTICIPATING IN THE ENRICHMENT PROGRAM

This basis for the operation of the Migrant Preschool Program will be used only by the school districts participating in the "Enrichment Structure" of the Child Migrant Program.

ALLOCATION OF FUNDS

Tentative allocations will be based on $350 per identified migrant child who participates in the program. This basis of funding will include both children eligible for the Minimum Foundation Program and those children 5.0 through 5.4 years of age who are ineligible.

ANCILLARY SERVICES

Food, health, and clothing services should be provided on the basis of need.

FACILITIES

Migrant Preschool facilities constructed from ESEA Title I Migrant may be utilized only by classes consisting of 70% or more migrant children.

GROUPING

Eligible Minimum Foundation Program children, both migrant and non-migrant, and ineligible Minimum Foundation Program migrant children may

be grouped together in classes without distinction. This grouping can be at the discretion of the school, but it is encouraged that migrant children be concentrated in classes so that they can be more effectively served.

MATERIALS AND SUPPLIES

The assignment of materials and supplies to classrooms must be in relation to the concentration of migrant children in the classroom.

COMPUTATION OF MINIMUM FOUNDATION PROGRAM CLASSROOM TEACHER UNITS

Minimum Foundation Program kindergarten classroom teacher units are earned on the basis of dividing such average daily attendance by the regular formula divisor used in determining total classroom teacher units for the district. In most districts involved in the Migrant Program, the divisor would be twenty-five (25). The first classroom teacher unit is based on twenty-five average daily attendance and thereafter the major fraction factor will apply.

PROGRAM STRUCTURE

The migrant preschool program will operate on the same yearly and daily schedule as the Minimum Foundation Program.

TEACHER AIDES

ESEA Title I Migrant teacher aides may be used only with classes that contain 70% or more migrant children.

TEACHING PERSONNEL

Excess teachers required as a result of the ineligible Minimum Foundation Program migrant children in the program will be funded from ESEA Title I Migrant. Such additional teachers funded will be based on the number of ineligible migrant children participating in the program.

PHILOSOPHY OF THE PRESCHOOL MIGRANT PROGRAM

The Texas Education Agency does not envision the preschool program as a downward extension of first grade, but rather as a program uniquely adapted to meet the needs of the individual child at the five-year-old level.

A preschool program should provide a rich environment for living, thinking, and learning which will assist each child in experiencing success at the present and upon which subsequent success can be built. It should provide learning experiences to foster the intellectual, physical emotional, and social development of the child. It is hoped that the program will develop in the child a larger speaking and meaning vocabulary and a greater facility in the use of oral language.

The program should not focus on the mechanics of reading, writing, and arithmetic. It is not to be a reading readiness program. The child is not to be seat-bound, ditto-color-sheet-bound, paper-pencil bound, workbook-bound, or test-bound.

It is hoped that by providing the child with a preschool program in which he can develop concepts, have experiences needed for learning, and develop a facility in oral English, he will be given the educational experiences which he lacks and which are crucial to success in the academic program.

PREPARATIONS AND PLANNING FOR PRESCHOOL TEACHERS AND AIDES

With the recognition of the urgency of the problems of educating the migrant child has come the realization of the importance of the early childhood years. The preschool now stands as one of the major contributions to the education of the child who enters school speaking a language other than English.

So great is the value attached to the preschool that many teachers and aides will be beginning their school assignment before the migrant children return to Texas. Those same teachers and aides will continue their school assignment after the children leave for another migration.

Listed below are many pertinent and relevant activities which the teacher and aide can engage in prior to the child coming to school.

I. Checking and Studying Professional Literature on Preschoolers
II. Setting Goals
III. Planning for Evalution
IV. In-depth Planning with the Aide
V. Studying Selected Language and Other Content Area Materials
VI. Planning Curriculum -- Units and Daily Lessons
    A. Language
        1. Methods and techniques
        2. Content to be included
        3. Materials to be used
    B. Arithmetic Unit
        1. Concepts to be developed
        2. Materials needed
        3. Techniques for presentation
    C. Science Units and Science Center
        1. Concepts to be developed
        2. Selection of animals
        3. Plans for seasons of year
        4. Selection of plants and seeds
        5. Plans for simple experiments
    D. Social Studies
        1. Concepts to be developed
        2. Materials needed
        3. Time to be allotted
        4. Methods and techniques

E. Self-concept Development
F. Art
G. Music
H. Literature
I. Physical Education

VII. Consulting with other Preschool Teachers or with Supervisor

VIII. Attending Workshops and In-Service Training (both teacher and aide)

IX. Recruiting Students

X. Plans for Home Visitation

XI. Plans for Field Trips
- A. Contacting resource people
- B. Administrative approval for field trips
- C. Preparing parental permission forms
- D. Suggestions for trips
  1. A walk around the school
  2. Visit to business section of town
  3. Visit to fire station
  4. Visit to park
  5. Visit to airport
  6. Visit to supermarket

XII. Developing Folders for Each Child
- A. Samples of child's work
- B. Inventory list
- C. Evaluation information

XIII. Preparing Inventory of New Materials

XIV. Use of Tape Recorder
- A. Taping stories correlated with units to be introduced
- B. Learning songs and music for presentation to class

XV. Selection and Preparation of Pictures
- A. Laminating
- B. Framing
- C. Pictures that illustrate ideas presented in the lessons
- D. Use in story telling
- E. Use in conversation
- F. Use in oral language

XVI. Art Supplies
- A. Cutting paper
- B. Modeling clay
- C. Large crayons
- D. Brushes
- E. Scissors
- F. Box of odds and ends

XVII. Arranging Room
- A. Checking all Utilities
- B. Arranging for repairing and cleaning furniture
- C. Repairing broken toys - painting
- D. Arranging for washing and ironing doll clothing
- E. Checking lighting
- F. Arranging shelves for children
- G. Arranging storage area for coats
- H. Arranging interest centers, leaving play areas open
- I. Checking lavatories
- J. Checking for paper towels
- K. Arranging storage cabinets or shelves
- L. Planning and arranging bulletin boards

XVIII. Checking Outside Playground
XIX. Other Materials and Equipment
A. Becoming acquainted with audio-visuals
B. Researching materials available in school

Non - Graded Programs

The rigidity of the graded structure has made it difficult for migrant children to achieve success in school. Several factors contribute to this difficulty. The textbooks for specific grade levels are often above the comprehension level of the children who do not have the language background to comprehend or express the concepts presented. The irregular attendance pattern of the children also makes it difficult for them to be fitted into this rigid grade structure. These and other factors indicate the necessity for local school districts to modify their present programs and structures to attempt to minimize the negative effect of these factors.

The non-graded structure allows teachers to cope with the individual differences of children and to deal more effectively with the various problems of the migrant child. Children are able to maintain continuous progress at their respective levels without prearranged stop-and-go barriers of grades. The flexible grouping allows the classroom to be organized around achievement, interest, and work study skill groups simultaneously. The stigma of non-promotion is eliminated, and this allows each child to experience success. Scope and sequence of the curriculum is easier to maintain with each child because the material is presented on the child's level.

The terminology of the graded structure is eliminated as far as children, teachers, and parents are concerned. Individual classes may be referred to as levels. For example, levels 1 through 18 may be equivalent to grades 1 through 6 in the graded structure. When a child completes level 18 in the non-graded structure, he has completed sixth grade work. Classes also could be referred to by the teacher's name rather than by grade or by level. This completely does away with the terminology of grades, and eliminates any stigma related to the graded structure.

Children achieve at varying rates in the different subject matter areas; therefore, classrooms will need to have several levels of instruction in these areas. Within a class, one child may be achieving on level three in reading and level five in mathematics, where another child may be achieving on level four in reading and level three in mathematics. To individualize instruction in this class, there would need to be levels three, four, and five in reading and mathematics.

The non-graded structure also allows greater flexibility for vertical movement of children. Children do not necessarily have to remain with the same teacher or in a certain level for the entire year. A child who progresses rapidly through the material of a certain level may proceed to the next level automatically. If this level is not taught in his present classroom, he may be moved to a different classroom and a different teacher. Children

may move any time they have completed the prescribed level of work, but such movement necessitates comprehensive record keeping and communication by teachers.

Various factors should be involved in initially placing children in classes. The ability in language arts is the criterion that is given the greatest consideration when placing children in a non-graded structure. Other criteria to be considered are mathematics, achievement, special interests, strengths of individual teachers, and other aspects schools feel are important. The age of children should be taken into consideration, but it is not necessary that classes be confined to a specific narrow age group. It is important that the age differential not be too great, and that older children <u>not</u> be placed with younger children. Age variations can range two and one-half years, depending on the physical and mental maturity of the individual child and that of the children with whom he is to be placed.

The grading of children should be based on several factors. The primary consideration should be the child's progress as compared to his potential. Both teacher made tests and standardized tests may be used to determine progress. Also, consideration should be given to the child's progress as compared to his classmates and the child's progress as compared to the normal progress of children of his own age level. No child should receive a failing grade. He should progress, and if he does not, the teacher should evaluate the material or the method used to assure that the materials are appropriate for the child. No child is ever retained. He remains in a level until he has successfully completed it and then moves on. The stigma of failure, which these children all too frequently experience, is eliminated when the children experience success moving from one level to another.

The adoption of the non-graded structure would necessitate a change in the organizational pattern of the entire school. Non-graded classes cannot be taught in isolation because of the necessity for fluid movement of children from level to level. One teacher is unable to effectively teach at many levels because of the time required to plan for and work with children at the various levels; therefore, there must be a teacher at the next level when a child is ready to move to that level regardless of the time during the year. Thus, this demonstrates that the operation of an isolated non-graded class is not feasible or workable.

For those school districts that are interested in pursuing this type of program, bibliographies are available from the Migrant and Preschool Programs.

Seven Month School Program

Twenty school districts in the Texas Child Migrant Program participate in the Seven Month School Program that is specially funded by the Minimum Foundation School Program. The school districts in this program have high concentrations of migrant children and are located in the Rio Grande Valley and South Texas. Because of the migration patterns in these areas, migrant children return to these areas in the latter part of October and leave in

the latter part of April, thus they are not able to begin or to complete the regular ten month school session.

To compensate for the inability of migrant children to attend school the entire ten month term, a special seven month school year is operating in the twenty districts. This type of school operates for a minimum of one hundred and thirty-five (135) instructional days, and the school day is extended so that the children are exposed to the same number of instructional hours as are children in the regular program. Teachers are obligated for an additional ten days for preparation and in-service.

A special teacher allocation formula under the Minimum Foundation School Program is used to assure that these classrooms do not become overcrowded during peak enrollment periods. This formula allocates teachers on the three peak reporting periods rather than the usual six reporting periods. This assures that the maximum number of teachers are available when the greatest number of children are in school.

It is necessary that the migrant children in this program be grouped together in separate classrooms. This allows for all the children to begin and end the school year at the same time. The teacher is also able to concentrate on using special instructional methods and techniques that attack the unique educational problems of migrant children. This type of organization also allows for proper reporting in order that the peak load formula can be utilized. When possible the migrant children should participate with non-migrants in such activities as art, music, physical education and field trips.

Enrichment Programs

Each school district that participates in the Texas Child Migrant Program must provide supplementary educational services to a number of migrant children that is commensurate with the number upon which the maximum grant is based. There are various ways that these supplementary services can be provided. The various plans that school districts may employ are discussed below.

Each school district should review its own situation and after consideration of factors involved develop a program that conforms to one or a combination of these plans.

I. Extended Day

The migrant children are integrated into the regular school program and participate in school day activities as do non-migrant children. At the end of the regular school day, one extra hour of instruction is provided. Interested and highly competent teachers are employed from Title I Migrant funds for this extra hour and are assigned classes of migrant children not to exceed fifteen (15) in number. Assignment of children to classes should be based on factors such as interests, fluency in English, and conceptual development rather than age or grade placement.

This extended hour should be devoted primarily to oral language development. The teacher should plan interesting and new instructional activities that provide opportunities for migrant children to use and develop their fluency in English. The instructional activities should, as much as possible, be different from those activities that they participate in during the day, and the basal texts should not be used. Consideration may be given to other subject matter areas such as mathematics from time to time, but the primary emphasis should be in language development.

It is recommended that a snack be provided for the children at the beginning of the extended hour. This provides an opportunity for the children to relax and to be as refreshed as possible for the instructional activities that will follow. Ancillary services may be provided for the children during the regular day as needed.

Personnel who work during this extended hour should be paid in accord with the district's salary schedule for such overtime duties. Districts must be assured that teachers who receive payment for these overtime duties work the entire Minimum Foundation Program day. For the extended day assignment, teachers must be appropriately certified by Texas Education Agency.

II. Extra Services During Day

Personnel may be employed with Title I Migrant funds during the regular school day to provide supplementary instructional activities for migrant children. These activities should be primarily in the area of language arts with the emphasis on oral language development. Other subject matter areas may be emphasized in these plans, depending on the identified needs of the children, but only after oral language development has been provided.

In these plans, the migrant children are integrated into the regular school program and participate in school day activities as do non-migrant children. Ancillary services are provided with either Title I Regular or Title I Migrant funds for migrant children as needed.

A. Supplementary Teacher in Special Classroom

A special classroom containing appropriate materials and equipment is provided a teacher employed with Title I Migrant funds. This teacher should be specially trained in the area of language arts with emphasis in language development. If possible, a full-time teacher aide will work with the teacher.

During the day, migrant children identified as needing special work in language arts come to this classroom for one period. Based on identified needs, the teacher provides appropriate special instruction for these children. This instruction should be aimed at alleviating identified deficiencies and in no way should it be the same type of instruction the children are getting in the regular classroom.

The pupil-teacher ratio for these classes should never exceed fifteen (15) to one (1). Children with like difficulties should be scheduled into the supplementary class at the same period. It is not necessary that grade level or classroom distinction be maintained when scheduling

children. The schedule should be so coordinated with each regular classroom teacher so that when children are in a special class, they are not missing another critical subject matter area that is being taught in the regular classroom.

B. Circulating Supplementary Teacher

A specialized language arts teacher is employed with Title I Migrant funds. This person should be specially trained in the area of language arts with emphasis in language development. She must also be able to work with other teachers because of the necessity for coordination between teachers inherent in this plan.

The classrooms with high concentrations of migrant children are identified and the schedule is constructed so that the supplementary teacher can work with those classes at least one period a day. This teacher will circulate from classroom to classroom and work with each regular classroom teacher in a team teaching type situation. The schedule for each classroom should be structured so that the supplementary teacher is scheduled in the classroom during the language arts period. The special teacher will take the group of migrant children into one section of the room to work on specially designed activities while the regular classroom teacher conducts the language arts class with the remainder of the children. This provides a specially trained teacher to work with small groups of migrant children for at least one period each day.

When implementing this plan, it is necessary that the supplementary teacher and the regular classroom teacher confer and plan extensively together. The activities that the teachers conduct in the same classroom must be compatible and should be correlated as much as possible.

C. Providing Special Services with Teacher Aides

Teacher aides who have special training (i.e. college coursework, Migrant and Preschool Programs sponsored institute, local staff development reviewed by Migrant and Preschool staff) in the area of language arts and any other content area where they will be used, may be used in a quasi-instructional role to provide more individualized instruction for migrant children by helping to reduce the teacher-pupil ratio during language arts.

The teacher aide will rotate during the day to those classrooms that have high concentrations of migrant children to assist the teacher during the language arts period by working with groups of migrant children. The classroom teacher may group the children so that the aide can work with the same groups every day, but should plan so that each child receives about the same amount of instruction by the teacher. The situation may indicate the need for the teacher aide to be in classrooms of highest concentrations of migrant children for more than the language arts period, but this will vary from campus to campus.

Activities to be conducted by teacher aides cannot be those that introduce or initiate concepts and they may not conduct any other teaching activity, but may be used only to expand upon or reinforce, through teacher planned activities, concepts that were presented by the teacher. The teacher aide is not to assume the role of the teacher.

This structure necessitates specialized comprehensive planning by teachers and regularly scheduled teacher-teacher aide conferences. The activities that the teacher aide will conduct should be planned in detail by the teacher and thoroughly understood by the teacher aide before the activities are used with children. The aide should have an understanding of the objectives of the activity and the desired outcomes.

This structure is the least desirable of all those that are available to school districts. Before initiating this structure, the school district must have special permission from Texas Education Agency. To obtain this permission, the district must demonstrate why it is unable to use any of the other structures.

III. Separate Migrant Classrooms - Non-Graded

Classrooms that contain only migrant children may be provided on a self-contained basis. The organizational structure of this plan is that of non-graded (see Non-Graded Programs.) The pupil-teacher ratio of these classes is not to exceed twenty-two (22) to one (1), and it is recommended that each of these classes have a full-time teacher aide.

School districts that select this plan may use Title I Migrant funds to employ classroom teachers for the program. The district must also use the Minimum Foundation Program Classroom Teaching Units earned by the migrant children who participate in the program to teach migrant children in this plan. The combination of Title I Migrant funds teachers and Minimum Foundation Program CTU's will provide for reduced teacher-pupil ratios for the children. For example, one hundred twenty (120) migrant children will earn three (3) CTU's for the coming year. The school district may use these three (3) CTU's and employ three (3) teachers from Title I Migrant funds to provide six (6) teachers for the children in a non-graded structure.

The selection of this plan has implications for structural changes in the regular school program that are discussed in the section on Non-Graded Programs.

IV. Combinations

Combinations of the above plans may be employed by school districts to allow for participation of greater numbers of children. It may not be feasible to provide the same program for all migrant children because of factors involved such as availability of personnel or length of bus route. In such instances, combinations of the available plans would be encouraged.

Enrichment Programs - Junior High

The organizational structure of many junior high schools has made it difficult to implement enrichment programs for migrant children that are consistent with program guidelines. To allow greater flexibility in the development of programs for junior high school children, the following

guidelines were developed. These new guidelines do not eliminate the applicability of the "Enrichment Structures" for junior high schools, but provide additional means for serving children with supplementary educational programs.

I. Elective Offerings

Elective offerings are made available to migrant children who because of late entry in school are unable to participate in popular elective courses. Additional personnel may be employed from Title I Migrant funds to make available additional courses such as typing, driver education, etc., in which migrant children are presently unable to participate. The district should survey the children to determine the need for specific offerings which may or may not have been offered previously.

Before this type of program will be approved, Texas Education Agency must be able to determine, based on course offerings and participation during the previous year, that the district will maintain the level of elective offerings. Approval of personnel for this program will be based on the determination that additional services will be provided for migrants that they otherwise would be unable to receive.

II. Language Arts Personnel

Additional teachers may be provided with Title I Migrant funds to conduct the language arts program for migrant children. Children may be scheduled into these teachers' classes for the regular language arts period. The number of children in these classes may not exceed fifteen (15) and must consist of at least 90% migrant children. These classes will be initiated at the beginning of the school term, and at that time have very few students. As the migrant children enter school, they will be scheduled into these teachers' classes.

ANCILLARY SERVICES

Ancillary services are of vital concern to the success of a migrant program. Economic and health deficiencies are factors causing many of the existing educational problems of the migrant students. The psychological effect caused by poverty is another detrimental factor. Therefore, the primary objective, to educate the migrant child and develop his potentials to the maximum, depends upon the use of ancillary services needed by the children.

One of the leading problems that schools encounter with economically deprived students is the high incidence of illnesses which affect a student's achievement performance. Physical examinations should be given early in the school year to detect and eliminate hindering health problems. Qualified personnel, such as medical doctors, dentists, registered nurses, and others should be employed to provide these needed health services. All migrant children participating in a supplementary educational program identified as needing food services should be provided a free noon meal. If needed, a snack should also be provided.

Poor clothing and unkempt appearances tend to give the child a feeling of shame and inferiority. For the students who are in need, proper clothing should be provided to help alleviate some of these feelings.

Equally important is the need to establish a strong home-school relationship. The teacher, visiting teacher, nurse, and home-school liaison personnel should coordinate their efforts in the interest of the child, school, and home. Making home visitations at the beginning of the program will establish a better understanding with a stronger resultant working relationship between home and school. Through genuine and sincere interest in the problems of the student, the personnel involved in ancillary services will obtain the parents' assistance to help reduce truancy and behavioral problems and to improve the child's attitude and achievement.

PARENTAL EDUCATION

Parental education in the school program is extremely important to the effectiveness of the educational program in meeting the needs of children. Migrant parents must be helped to realize that they need to support the school in its effort to educate their children and the school must realize that it must make an effort to work with the parent in educating them in the importance in education. Finding ways and means to educate these children needs to become a challenge to the parents just as it is to the personnel. Not only should the goals of parents for their children complement those of the school, but the goals of both of these basic institutions which are exerting such a tremendous influence on the development of the child should reinforce each other. The primary responsibility for initiating good relations between the school and the home rests with the school personnel; however, the parents, too, must become interested, cooperative citizens. Attitudes are improved and understanding is increased as a result of informed interaction among the children, their parents, and school personnel. The school must be concerned with

- developing among migrant parents positive attitudes toward the school
- changing the educational philosophy of despairing migrant parents and in helping them to take a more active interest in the education of their children
- helping to create a more desirable relationship between parents and teacher
- bringing the thinking of the community to bear upon the problems of the school.

Suggested guidelines for involving parents of the disadvantaged children in the school program are:

1. Principals, counselors, nurses, visiting teachers and classroom teachers must combine their efforts to help these parents develop an interest in the education of their children.

2. Community groups and concerned school patrons can use their influence to help get indifferent parents interested in their children.

3. Home visitations can be very helpful in establishing rapport with the migrant community. Preparations have to be made prior to making home visits. It is well to remember that home visits can be invaluable in establishing good relationships between parents and the school, but if not carefully planned they may further alienate the parents.

4. Small group meetings should be held for these parents because they are unresponsive to the usual invitations to visit the school or to attend a Parent-Teacher Meeting.

   A. There has to be an immediate value to be gained from attending the meeting such as:

      1. Explanation of programs their children are in, for example, Preschool
      2. Sewing or cooking hints for the women
      3. Carpentry or athletics for the men
      4. Discussion groups planned by the members
      5. Other "doing" projects.

   B. Official leaders should be able to disseminate valuable information in a tactful manner acceptable to the group.

   C. School officials furnish guidance to the groups, but effort should be made to keep their own participation to a minimum.

   D. Encourage group participation in all activities.

   E. Use leadership from within the group as much as possible.

   F. Selection of membership for the group will depend upon objectives

Some parents work and they are unable to visit the school during school hours. Therefore, we must consider parental education as embracing more than parental participation in the school program or visitation to the school. Parental education must include ways of showing parents how to help their children at home. For example, parents should understand the importance of:

- taking time at home to have their children relate their school experiences
- gaining knowledge and understanding of what the child learns at school
- expressing an interest in their children's progress in school
- having their children attend school every day
- encouraging their children to spend more time studying at home and at after-school study centers.

The success of a program for parental education depends greatly upon the personalities of the school staff working in the program. The staff members should be knowledgeable in human relations. Just as teachers are expected to allow for individual differences in planning an educational program for students, it is essential to allow for individual differences in working with parents. It should be remembered to extend to all parents a sincere welcome, help them to feel important, and let them know their help is needed.

REGION EDUCATION SERVICE CENTERS CONSULTANTS

The work of the migrant consultants employed by the Education Service Centers will be principally in the areas of: staff development, classroom visitations, program development, community awareness, reçord transfer, and technical assistance.

Staff development activities will consist of various types of local and area workshops. Workshops will be planned to aid teachers and teacher aides in methods and techniques which can be used in teaching migrant children. The goals of the workshops will vary with local and area needs.

It is not sufficient merely to expose teachers to new methods and techniques; teachers must also be allowed to practice using the new methods and techniques until these become internalized, thereby facilitating their implementation in the classroom. Teachers must be exposed to the theory, live demonstration, and personal application of methods and techniques that will help children develop communication skills (through ESL and/or Bilingual Education) develop fundamental mathematical concepts and acquire skills, develop science concepts (process approach), acquire a positive self-image, and understand his cultural heritage.

The workshops are organized in various forms: Local workshops in which the teachers and aides of one school system are involved, local workshops involving teachers of a specific subject area or grade (reading, preschool, etc.), local workshops for all teacher aides, and/or area workshops in which several school districts may be invited.

Classroom visitation is an important part of the consultant's work. The visitations are made to the school districts involved in the Texas Child Migrant Program; this includes schools having a variety of organizational approaches, such as: self-contained classes, tutorial classes, and extended day classes. The primary purpose of classroom visitation is to give consultants the opportunity to become aware of the total instructional program and to establish rapport with the teachers. Consultants need to look at the physical facilities, personnel's personal attitudes and instructional weaknesses and strengths, materials available and used, classroom organization, scheduling, lesson plans, and overall program objectives. A survey of the above helps the consultant determine what areas can best be remediated on a one-to-one correspondence, what areas can best be improved through large group therapy, and most important how individual teachers and teacher aides can best be helped and/or encouraged.

Theoretical advice or concrete assistance may be given the teacher in all of the following areas: how to improve the classroom appearance, materials (transparencies, film strips, books) to supplement certain classroom activities or units, how to schedule so as to make the best use of time and aides, how to group (large and small) for instruction, how to develop specific measurable objectives and lesson plans. Finally the consultant may, with teacher's consent, do a full day demonstration, exposing the teacher to the actual implementation of the theory to which the consultant has been giving lip-service. This must be followed up by observing the teacher use the same methods and techniques, giving the teacher feedback, modifying methods, materials, and/or techniques and re-teaching.

The principal and/or superintendent must in all cases be advised of the purpose of the visits, findings, follow-up steps, and final outcome. Basic to the success of this or any approach is an awareness by the administration of the philosophy and objectives of the Migrant Program, an understanding of the methods and techniques being taught to the teachers, and an understanding of the role of the consultant for migrant education. It is good policy for all consultants to meet with the administrator(s) before and after making classroom visits.

The consultants are also involved in program development. Since they are engaged directly in working with the local schools, they are aware of the program needs. As a result, ESC consultants can help the local districts in planning, implementing, and evaluating their program. The consultants can give advice on personnel requirements, how to make the most advantageous use of aides, types of curricula available, and materials best suited to the local needs.

Community awareness consists of two parts. First, the community usually has been inadequately informed concerning the objectives of the program. It is essential that the community as a whole understand the program. The consultants could inform the community through group presentations to P.T.A.'s, civic groups, community groups.

The second part is that of parental education. School personnel are having many difficulties in this area. The consultants must help the school administrators, teachers, nurses, and liaison personnel become aware of what is meant by parental education. The consultants can help in bringing the school and the parent together.

The consultants will provide assistance to local school districts in participating in the National Migrant Record Transfer System. They will be current on the "System" and on necessary practices and procedures.

Various consultants will be able to provide technical assistance to school personnel in program administration. These consultants should be familiar with guidelines and regulations and necessary record keeping and reporting. They also will provide assistance in completing information concerning the Migrant Program on the Consolidated Application for State and Federal Assitance and its amendments.

The migrant consultants work out of the regional educational service centers, but the philosophies and guidelines of the Migrant and Preschool Program as developed at Texas Education Agency should be followed. There should be two-way communication between the centers and the Migrant and

Preschool Director regarding the type of activities engaged in by the migrant divisions of the centers as well as Migrant and Preschool activities which may have a bearing on the center's migrant activities. The migrant consultants work with schools participating in the Texas Child Migrant Program. The consultants must work either with teachers in classrooms having migrant children and in the program, or with teachers having a high percentage of migrant children.

SUGGESTIONS FOR AN IN - SERVICE TRAINING PROGRAM

Understanding of the Spanish-speaking child and his culture varies greatly. Some teachers have been teaching Spanish-speaking children for many years, whereas other teachers are teaching these children for the first time. A portion of the teachers are native Spanish-speakers while others are native English-speakers who have studied the Spanish language and lived among the people. Yet others come from traditional Anglo background and have a limited understanding of the migrant child, his language, and his culture.

The majority of the teachers have been trained in traditional programs of teacher education at the college level. Very few have had additional training in identifying and meeting the special needs of migrant children. Therefore, it is important that in-service training programs be developed to strengthen personnel and improve program effectiveness. Suggested topics for in-service programs are:

- Understanding the Spanish-speaking child and his culture.
- Linguistics and how it applies in the day to day teaching of English as a second language.
- How to teach English as a second language by using substitution drills, directed dialogs, question responses, transformational grammar, and vocabulary development.
- How to develop culmination tests.
- Using linguistics in teaching structured and creative writing.
- How to illustrate linguistic concepts.
- Teaching English as a second language from content areas.
- How to utilize stories, music, art, games, and physical education to develop oral language.
- Identifying problems in English intonation, pitch, and juncture encountered by Spanish-speaking students.
- How to adapt existing materials to the teaching of English as a second language.

- Use of Audio-Visual equipment.
- Developing teacher made materials that will provide a sequential learning situation for the child.
- How to evaluate students' progress in English as a second language.
- Developing new methods and techniques for teaching Spanish-speaking children.
- Teacher attitude.
- Other areas of need.

In-service training programs should be planned with a definite purpose or meaning for the persons who are to participate. They should follow some sequential order and should be scheduled periodically, taking into consideration the responsibilities and the time of the persons who are to attend. It is suggested that schools schedule in-service training programs in such manner that participants not always be asked to give of their own time to attend these sessions. A general directive may possibly be to schedule the programs in such a manner that at least half the session would be during the regular working hours.

In staffing an in-service training program, the following resources are suggested:

- Trained and qualified local personnel.
- Education Service Center personnel.
- Texas Education Agency consultants.
- College and university personnel.
- Qualified personnel from other school systems.

PROGRAM MONITORING

Evaluation is highly important to the continuing effectiveness of programs for migrant children. Comprehensive evaluation establishes a basis upon which decisions can be made concerning various strengths and weaknesses of the ongoing programs that indicate the need for modification for strengthening of the programs in the future.

The Migrant and Preschool Programs staff has attempted to assist local school districts in one phase of evaluation. Staff members periodically visit schools in the Program to view the activities with local school personnel from an administrative viewpoint. During these visits, the staff and local personnel work together to compile pertinent data about the program upon which to base an evaluation.

The review is primarily an information gathering operation for compiling data concerning the various program components. This data is then used to provide a basis upon which local school personnel and Migrant and Preschool Programs staff can make decisions about the local projects. Various strengths and weaknesses usually become evident, and the staff attempts to recommend certain modifications that may strengthen the services provided for migrant children. These recommendations are discussed with administrators near the end of the visit, and a follow-up letter again stating these recommendations is sent to the superintendent.

The information that is gathered is also valuable to Texas Education Agency in determination of the services that need to be provided to local school districts. The data provides a basis upon which to make decisions concerning the total Texas Child Migrant Program.

A review instrument has been devised to give coordination and direction to the review process. The instrument contains programatic questions and statistical data that are related to guidelines and sound educational principles. Its scope is broad, attempting to consider the elements that comprise a comprehensive program for migrant children. The general areas considered are:

- Consolidated Application for State and Federal Assistance - consistency of the actual program operation to the approved application
- Personnel information
- Preschool
- Instructional program
- Food services
- Ancillary and medical services
- Parental education
- Staff development
- Accounting

Because of limited staff, Migrant and Preschool Programs personnel are unable to visit all the school districts in the Program. Those school districts not visited are requested to use the review instrument for self-evaluation purposes and to send a completed copy of the instrument to Texas Education Agency.

EVALUATION PLAN
TEXAS CHILD MIGRANT PROGRAM

The evaluation of programs for migratory children will be shared by participating school districts and the Texas Education Agency.

RESPONSIBILITIES

Local School District - Each school district participating in the programs will make an evaluation and file an annual report with the Texas Education Agency. The evaluation plan used by the district should include:

A. Evidences of change in academic performance as measured by

1. standardized achievement tests administered at the beginning and end of the school year

2. performance on teacher made tests

3. teacher ratings of performance

B. Evidence of changes of effective behavior as measured by

1. informal observations

2. anecdotal records

3. standardized instruments

4. self-reports and ratings

C. Evidence of changes in social behavior as measured by

1. informal observations

2. participation in school activities

3. sociometric instruments

D. Evidence of changes in physical growth and development as measured by

1. physical fitness tests

2. growth patterns

3. incidence and nature of health problems

E. Evidence of changes in over-all school behavior as measured by

1. attendance patterns

2. age-grade distributions

3. dropout data

4. patterns of migration

F. Evidence of successful participation in employment and/or post secondary education and training as measured by graduate follow-ups.

G. Examples of successful practices, materials, or curriculum.

Texas Education Agency - The Evaluation Section of the Division of Assessment and Evaluation will assume responsibility for coordinating the evaluation effort. The staff will:

A. Assist local school districts in designing, implementing, and reporting their evaluation.

B. Compile reports from the participating local school districts into a state evaluation report.

C. Compile and disseminate examples of successful programs, methods, or materials.

SECONDARY PROGRAMS

This guide was developed primarily for the migrant program, grades K-8. However, school districts should consider the development of a comprehensive program to include grades K-12.

Many of the philosophies and ideas included in this guide will be helpful in planning and implementing a program for grades 9-12.

MIGRANT RECORD TRANSFER SYSTEM

School districts participating in the Child Migrant Program are under obligation to participate in the National Record Transfer System. The manual system is being used with gradual phasing in of the automated system. The manual system consists of:

1. Completing Student Enrollment Transmittal (S.E.T.) as soon as child enrolls in school. The student's name, birthday, date of enrollment, parents' names, and school previously attended must be completed properly.

2. Sending S.E.T. to Texas Education Agency, Migrant and Preschool Programs, upon its completion.

3. Processing will be done by Migrant and Preschool staff. Querying of other state departments will be done if necessary, to retrieve the record.

4. If record is located, it will be forwarded to you immediately. The record should be kept current during the year.

5. If the record is not located, the S.E.T. will be returned to you with "No Record Available" stamped on it. Initiate record for this student and keep current during the year.

6. Sending the record to Texas Education Agency, Migrant and Preschool Programs, as soon as child withdraws from school.

On September 1, 1970, seven pilot states will begin using the automated system on a limited basis. Hopefully, the automated system will be in complete use in two years.

Participating school districts should realize the importance of the Record Transfer System and make it an integral part of their migrant program.

INDEX OF FORMS

The forms on the following pages are suggested forms developed by the Migrant and Preschool staff to give the local education agency an idea of what information is needed. A school district may combine or adapt the forms to suit the local need.

The most important item to remember on the eligibility form is that it indicates where the child migrated to or from and that the form indicates that the parent was involved in agriculture or a related food processing activity.

_____ PUBLIC SCHOOLS

Certificate of Pupil Eligibility
TEXAS CHILD MIGRANT PROGRAM
School Year _____

Name of Child: _____
Last First Middle

Birth Date: _____ Age September 1 _____
Month Day Year

Grade: _____
I certify that the above named child moved with me from _____,
City
_____, to _____, _____ between
State City State
September 1, 1969 and August 31, 1970, while I was employed in agriculture or a related food processing activity. My child has my permission to attend the _____ this school year of 1970-
Name of School
71. I understand he (she) will attend classes which are exclusively for migrant children.

_____
Signature of Parent or Guardian

_____
Street Address

_____
Date

Certificado de Participación

Nombre del estudiante _____
Apellido Nombre

Fecha de nacimiento _____ Edad (1º de septiembre) ___
Mes Día Año

Grado _____
Certifico que el (la) estudiante en referencia me acompaño de _____,
Ciudad
_____, a _____, _____, entre las
Estado Ciudad Estado
fechas del 1º de septiembre de 1969 y el 31 de agosto de 1970 mientras que yo trabajaba en agricultura o trabajos relacionados. Damos permiso que se matricule en el programa especial de siete meses. Entendemos que el programa será exclusivamente para niños migrantes.

_____
Nombre de padre o guardian

_____
Domicilio

_____
Fecha

_____ PUBLIC SCHOOLS

Certificate of Pupil Eligibility
TEXAS CHILD MIGRANT PROGRAM
School Year ____

Name of Child: _____
Last First Middle

Birth Date: _____ Age September 1 _____
Month Day Year

Grade: _____
I certify that the above named child moved with me from _____,
City
_____, to _____, _____, between
State City State
September 1, 1969 and August 31, 1970 while I was employed in agriculture or a related food processing activity. My child has my permission to attend the special classes and activities of the Texas Child Migrant Program at the _____ School.

_____
Signature of Parent or Guardian

_____
Street Address

_____
Date

Certificado de Participación

Nombre del estudiante _____
Apellido Nombre

Fecha de nacimiento _____ Edad (1° de septiembre) ____
Mes Día Año

Grado _____
Certifico que el (la) estudiante en referencia me acompañó de _____,
Ciudad
_____, a _____, _____, entre
Estado Ciudad Estado
las fechas del 1° de septiembre de 1969 y el 31 de agosto de 1970 mientras que yo trabajaba en agricultura or trabajos relacionados. Doy permiso que asista a las clases y actividades especiales del Programa de Texas para Educar a los Niños Migrantes.

_____
Nombre de padre o guardian

_____
Domicilio

_____
Fecha

_____ PUBLIC SCHOOLS

APPLICATION FOR SERVICES AND/OR ITEMS
(Health, Food, or Clothing)
TEXAS CHILD MIGRANT PROGRAM
School Year _____

In order that your child receive the service and/or items listed below to be provided by the above school, it is necessary for you to provide the following information and give your full permission by signing this request.

STUDENT'S NAME _____ DATE _____

PARENTS: (Guardian) Father _____

Mother _____

Address _____ PHONE _____

PRESENT EMPLOYMENT:

Father _____ Address _____

Mother _____ Address _____

NAMES OF CHILDREN IN SCHOOL:	SCHOOL	NAMES OF CHILDREN UNDER SCHOOL AGE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SERVICE AND/OR ITEMS REQUESTED: _____

I authorize/request the above service and/or items

_____ _____
Signature of Parent or Guardian

****

FOR SCHOOL USE ONLY

_____ _____
Person making home visit Date

RECOMMENDATION AND COMMENTS:

AUTHORIZATION: _____ _____
Director of Program Date

_____ ESCUELA PUBLICA

SOLICITUD DE AYUDA
(Medica, Comida, o Ropa)
PROGRAMA PARA NIÑOS MIGRANTES
Año Escolar _____

Para que su hijo (hija) pueda recibir la ayuda anotada abajo por intermedio de la escuela, es necesario que nos dé la siguiente información y su permiso con su firma en esta solicitud.

NOMBRE DEL ESTUDIANTE: _____ FECHA _____

PADRES: (Guardian) Padre _____

Madre _____

Domicilio _____ TELÉFONO _____

TRABAJO ACTUAL:

Padre _____ Dirección _____

Madre _____ Dirección _____

NOMBRES DE HIJOS EN LA ESCUELA	ESCUELA	DE EDAD PARA LA ESCUELA
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

AYUDA SOLICITADA: _____

Autorizo/Solicito la ayuda anotada.

_____ _____
Fecha Firma del Padre o Guardián

****

SOLAMENTE PARA LA ESCUELA

_____ _____
La Persona Visitando el Hogar Fecha

RECOMENDACIÓN Y COMENTARIOS:

AUTORIZACIÓN: _____ _____
Director del Programa Fecha